

Developing Performance Based Objectives

SPEAKER: How many times has this happened to you? You're a student, you walk into a classroom, you sit down, and the instructor begins the lesson. As the instructor talks, you realized you have no idea what the lesson is about, much less what will be expected of you. Problem? Absolutely. Why? Well the instructor has not developed the objectives for the lesson. By having said that, I would like to introduce you to Robert Gagne. Robert Gagne is considered in many education and training circles to be the foremost researcher and contributor to the systematic approach to instructional design and training.

In his book, the Conditions of Learning, first published in 1965, Gagne identifies the mental conditions for learning. These conditions were based on the information processing model of the mental events that occur when adults are presented with various stimuli. He stated, "That early in each lesson, students should encounter a list of learning objectives." This initiates the internal process of expectancy and helps motivate the learner to complete the lesson. These objectives should form the basis of assessment and possible certification as well. Typically, learning objectives are presented to the student with the instructor making the following statement, "Upon completion of this lesson, you will be able to." To simplify what Gagne is saying, performance-based objectives give both the instructor and the students a focus point, a frame of reference, if you will. For instructors, a reference to build lesson plans and assessments. For students, something to achieve, to shoot for, a study reference, to know what is expected of them.

Hello. My name is Kerry Kinslow and I'm an instructional system specialist at the National Training Center in Phoenix, Arizona. And the purpose of my presentation is to illustrate how to develop a performance-based objective so that NTC instructors, that's you, will be able to develop their own objectives for their own training presentations.

Now that you know what the purpose is, let's take a look at how we're gonna get you there. Well, the first thing we're gonna do is we're gonna take a look at the parts of a performance-based objective. After we look at those, we're gonna take a look at a quick example. The next thing we're gonna do is we're gonna look at the steps for developing a performance-based objective.

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There are four. And then finally what we're gonna do is we're gonna take a look at that finished product and let you take a look at how it should look when you demonstrate it to your students. All right? Well, now that we know what we're gonna cover, let's take a look at those three parts to a performance-based objective. Now every performance-based objective should have a condition. Now the condition is the circumstances under which the task will be performed by the student. Now what we're talking about there is what are you gonna give to the student. Now usually a performance-based objective starts off with the word "given." So it's what you're gonna give to the student so they can do the actual task. You should also have in your performance-based objective, obviously, the performance. This is the task that you're gonna train them on. And then finally, the criteria. It's the third component, and its purpose is so that everybody knows what success looks like when we're doing the evaluation. Both the instructor and the student knows what they're going to be evaluated against, meaning the standard, when they do the actual performance.

Well, now that you know what the three parts are, let's go ahead and take a look at an example. You'll notice here that we've got the first part, which is given a mineral material appraisal. That is the condition. This is what we are going to give to the student as an instructor so that they can do the actual performance, which in this case is adjust the fair-market value estimate of the mineral material. This is the performance.

And then finally, well, what is the standard for success? How will I know, as a student, that I've actually succeeded in performing this task correctly? Well, if you use the proper producer price index and you do the calculation within plus or minus 5 cents, well, then you would have successfully completed the task. These are the three components for a performance-based objective.

Well, now that you've seen the example and you know the three components that go into a performance-based objective, well, let's take a look at how to build one. What are those steps? Well, the first thing you wanna do is you wanna identify the primary task that you are going to train your students on. Well, how do I do this? Well, what you first need to do is you need to take

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a look at the competencies that are associated for a particular job position. Now a competency is a composite, if you will, of knowledge, skills and abilities that are required for a particular job position and in this case this is a mineral materials coordinator, a geologist or it could be a mining engineer. Competencies are all those knowledge, skills and abilities that are required by this position in order to do the job successfully.

Now in this particular example, we've chosen one competency, and that is administer the mineral materials program. Now you'll notice underneath this competency that there are a list of tasks that the student or the job requires that they be able to do in order to be successful in that particular job position. Now for this competency, we could take the whole competency and turn it into a training course. And then what would happen is, is that every one of these tasks, we could make into units or lesson plans. Now if we wanted to, we could just take any one of these particular tasks underneath this particular competency and make it stand-alone training. Now in this case, for our example, what we've done is we have selected make the mineral fair market value determination. Now this is a calculation, so this will be the focus of our training. It will be the primary task and the goal of the training.

So now you've kind of identified that middle portion on your performance-based objective. But now what you need to do is you need to do step two, which is perform a task analysis. How do I do this? Well, let's take a look at why we need to do the task analysis before we learn how to do it. Well, according to Lou M. Carey, author of "Measuring and Evaluating School Learning," "The purpose of the analysis is to identify the information and task, often called the subordinate skills that are required to perform the goal." Now in this particular case, you will remember our goal was to make that fair-market value determination. That's our task. But we wanna do a performance--a task analysis of that performance. So how do you do that? Well, you've got to ask the following questions. How does a mineral materials coordinator adjust the fair-market value estimate of a mineral material? Well, the answer is, is that, well, there are several steps. Well, we wanna flowchart out that process or those steps to that particular task. Now when all is said and done, these will be our particular tasks for that particular task, major task, which is make that fair-market

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value determination. These are the subordinate tasks. And you can tell here that there are seven tasks that they must do in order to complete that major task.

Well, why do I wanna do this? Well, the bottom line is, is that for you the instructor, you wanna make sure you have full coverage in your lesson plan, in your unit of training. You don't want anything to be missed, and more importantly the students need to know what are all the steps that they need to take in order for them to be able to do that main performance-based objective. So we have both our performance-based objective and we have, if you will, those sub-tasks in order to do that main performance-based objective.

Well, now that you've identified the task, you've done the task analysis and listed out all the steps in the process, well, now what you wanna do is you want to determine the condition. Now, if you will remember in our three parts to the performance-based objective, we have that middle part identified. But now what we wanna do is we wanna identify that first part, which is the condition. This is the circumstances again under which the task will be performed. How do you do this? Well, we wanna ask the following question. What does that mineral materials coordinator need in order to be able to make that estimate or that calculation? Well, the answer is they need the mineral material appraisal, or if you want to, you could give them just the data. But in any case, they cannot do the calculation unless you give them that data or the actual mineral materials appraisal.

All right, now that you have that first part to the performance-based objective and we've got the task, we need that third component, which is the criteria. How do you determine the criteria? Well, you wanna ask the following question. What are the standards to measure successful completion of the task? And the answer in this case would be: We want the student to do two things. We want them to use the proper producer price index, and we want them to do that calculation within plus or minus five cents. That is the standard for successful completion of this particular task.

All right, well, now that we've got all three components to our performance-based objective, what will the objective look like when I present my lesson? Well, if I'm in the training environment, I'm gonna tell the students at the end of this lesson, you will be able to, given mineral material

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appraisal data, you will be able to adjust the fair-market value estimate of the mineral material disposal using the proper producer price index within plus or minus five cents. Now you will also be able to do the following tasks which are our enabling objectives. Now you will also want to read those out to the students as well when you do your introductions in your particular lessons. But this is what it will look like to the student, the main performance-based objective, they will see that, also make that available to them in a handout so they can refer back to it and then also show them these enabling tasks or these sub-tasks that they will also need to master in order to complete that performance-based objective.

All right, well, now that we've shown you the steps how to develop that performance-based objective, let's go ahead and wrap up the lesson. In summary, today we reviewed the parts of a performance-based objective. Now, remember, a performance-based objective has three parts, a condition, this is the circumstances under which the task will be performed. It's what you're going to give the student. Next, it has a performance component. This is the task you want the student to be--to successfully perform. It's what you're gonna train them to do. And finally, the third component is the criteria component. This is how you and the student will determine success.

All right, next, we look at an example and then we went over the steps for developing the performance-based objective. Now remember, first identify the task you want to train the students on. Then next, perform that task analysis so you ensure full coverage in your lesson plans. And finally, make sure that both your performance-based objective has both a condition and a criteria to ensure the students know what will be provided to them and what the standard is for success. And the last thing we look at was that finished product, exactly what we will say to the students in the actual training environment. Now remember, performance-based objectives are critical for instructors, in that they provide the foundation for lesson plan and exercise development. However, they're also very important for the students in that they know what is expected of them. If you develop performance-based objectives correctly, they will come. They will come and know what your lesson is about and what is expected of them. Good luck in developing your performance-based objectives.

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